

504 PLAN WRITING KIT

The limitation, the accommodation that addresses it, and the adult who does it. Menu, plan page, teacher handout, testing, check, review. Fillable PDF.

PREPARE Referral and Meeting Prep Worksheet

Filled in before the meeting by whoever is bringing the concern. The limitation column is the one that matters, everything else on the plan comes from it.

STUDENT	GRADE / SCHOOL	PREPARED BY / DATE
The concern, in one paragraph What is happening at school that prompted this. Who raised it, when. The impairment, as the family and records describe it Their words and the document's words. No inference. If the team does not have documentation yet, say so here.		
WHAT IT LIMITS AT SCHOOL, IN OBSERVABLE TERMS		
WHERE / WHEN	EVIDENCE (SOURCE, DATE)	

MENU Accommodations Menu: Instruction and Assignments

Tick what a limitation on page 5 calls for. The line beside each item is for what it looks like in this building, for this student.

X	INSTRUCTION	WHAT IT LOOKS LIKE HERE, WHICH LIMITATION (PAGE 5) IT ADDRESSES
	Preferential seating (say where and why)	
	Copy of notes or slides in advance	
	Directions repeated, rephrased, or in writing	
	Chunked assignments with check-ins	
	Visual schedule or written agenda	
	Extra processing time before answering	
	Audio or digital text, text-to-speech	
	Reduced copying from the board	
	Check for understanding privately	
	Other:	

X	ASSIGNMENTS	WHAT IT LOOKS LIKE HERE, WHICH LIMITATION (PAGE 5) IT ADDRESSES
	Extended time on assignments (say how much)	
	Reduced length with the same standard	
	Alternate response format (oral, typed, dictated)	
	Breaks built into long tasks	
	Organizational support, planner check, folder	

PLAN The 504 Plan

One page. Each accommodation is matched to the limitation it addresses and the adult who does it. The district's form may add sections; this is the working content.

STUDENT	GRADE / SCHOOL YEAR	504 COORDINATOR / CASE MANAGER
PLAN DATE	REVIEW DATE	TEAM MEMBERS PRESENT

The impairment and what it limits at school (from page 5, in observable terms)

ACCOMMODATION, WRITTEN AS WHAT THE ADULT DOES	ADDRESSES WHICH LIMITATION	SETTING(S)	WHO DOES IT	START

PLAN Teacher Implementation Handout

One per teacher. Deliberately incomplete: no medical history, no eligibility discussion. Only what this teacher has to do differently, and by when.

STUDENT	TEACHER / CLASS	FROM / DATE
What you need to know, in two sentences What the limitation looks like in a classroom. No diagnosis, no history, no eligibility discussion.		
IN YOUR CLASS, PLEASE	EVERY DAY / WHEN	NOTES

CHECK Implementation Check

Every accommodation, every teacher, asked directly: is it happening? Record the answer and the evidence, not the assumption.

STUDENT	CHECKED BY	DATE		
ACCOMMODATION	TEACHER / CLASS	HAPPENING? (Y / N / SOMETIMES)	EVIDENCE (WHAT WAS SEEN OR SAID)	FIX, IF NEEDED

EXAMPLE The 504 Plan, Filled in

An invented seventh grader. Every name, detail and date is made up. Notice that every accommodation names the limitation it addresses and the adult who does it.

The impairment and what it limits at school

Maya's family and her records describe a health condition that requires treatment during the school day and causes fatigue in the afternoon. At school, she misses the first 15 minutes of period 5 twice a week for treatment, and in periods 6 and 7 she stays with independent work about eight minutes before stopping (teacher reports, three classes, October).

ACCOMMODATION, AS WHAT THE ADULT DOES	ADDRESSES	SETTING	WHO	START
Period 5 teacher posts the first 15 minutes of notes to the class page by 8am on treatment days. Maya reads them at the health office before returning.	Missed instruction, period 5	Period 5	Mr. Osei	Oct 21
Assignments due in periods 6 and 7 on treatment days may be turned in the next school day; teacher writes the new date on the assignment.	Afternoon fatigue	Periods 6, 7	Ms. Ruiz, Mr. Kim	Oct 21
Two-minute stretch break at the 10-minute mark of any independent work over 20 minutes, taken at the back table without asking.	Stays on task ~8 min after lunch	Periods 6, 7	Ms. Ruiz, Mr. Kim	Oct 21
Time and a half on classroom tests in periods 5-7; state test permission confirmed with Ms. Patel by Jan 15.	Fatigue; missed instruction	Periods 5-7, testing	Teachers: Ms. Patel	Oct 21
Water bottle and a snack allowed at her desk in every class (per the nurse's note on file).	Treatment schedule	All	All teachers	Oct 21

Why this holds up

Every row names the limitation it addresses, the setting, the adult and the date. The health information stays as the family described it, on the team page; the teacher handouts carry only the row for their class. The testing row is not a

Four jobs. The plan is finished when a stranger could read it and do it.

A 504 plan is a set of accommodations that give a student with an impairment the same access to school that everyone else has. It is not a smaller IEP, and it is not a list of things a teacher might do if there is time. The pages in this kit are in the order the plan gets written.

- 1 Say what the impairment limits, in observable terms** (page 5). Not the diagnosis — what it does at school: reads for six minutes before losing the place; cannot hear the teacher from the back row; misses the first twenty minutes twice a week for treatment.
- 2 Match each accommodation to a limitation** (pages 7–8). Every item on the plan should answer the question “which limitation does this address?” If none, it is a preference, not an accommodation.
- 3 Name the adult and the setting for each one** (page 9). “Extended time” is a category. “Time and a half on tests in every class, arranged by the classroom teacher, in the room or the testing center” is an accommodation.
- 4 Tell every teacher only what they have to do** (page 10), tell the family in plain words (page 13), ask the student what helps (page 12), and check that it is happening (page 14) before the review (page 15).

What this kit is not

It is not legal advice and it does not say who qualifies for a 504 plan, how the evaluation works, or what timelines apply; your district’s 504 process decides that. Nothing here diagnoses anything: the impairment is written as the family and the records describe it. If the student needs specially designed instruction, that is an IEP conversation, and this kit says so where it comes up. The example on page 16 is an invented student.

Three things that get confused

WHICH	WHAT IT IS, IN ONE SENTENCE
504 plan	Accommodations that remove a barrier to access. General education stays the program. The classroom teacher is usually the implementer.
IEP	Specially designed instruction with goals, services and progress reporting, plus accommodations. A different process and a different team.
Neither	A preference, a courtesy, or good teaching that every student gets. Not written into a plan, because a plan makes it a commitment.

The line between the first two is drawn by your district’s process and the team, not by this kit. When the conversation turns to instruction, goals or services, that is the moment to ask about it.

A student can have both. When they do, the accommodations usually live in the IEP and this kit’s teacher handout (page 10) is still the most useful page in the file.

PREPARE

Referral and Meeting Prep Worksheet

Filled in before the meeting by whoever is bringing the concern. The limitation column is the one that matters; everything else on the plan comes from it.

STUDENT

GRADE / SCHOOL

PREPARED BY / DATE

The concern, in one paragraph

What is happening at school that prompted this. Who raised it, when.

The impairment, as the family and records describe it

Their words and the document's words. No inference. If the team does not have documentation yet, say so here.

WHAT IT LIMITS AT SCHOOL, IN OBSERVABLE TERMS	WHERE / WHEN	EVIDENCE (SOURCE, DATE)

The limitation column is the plan

Every accommodation on page 9 has to point back to a row in this table. “Has ADHD” is not a row; “stays with independent work about six minutes before leaving the task, in every class after lunch” is. If the table is empty, the meeting is a conversation, not a plan.

Accommodations Menu: Instruction and Assignments

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	Other:	

X	ASSIGNMENTS	WHAT IT LOOKS LIKE HERE; WHICH LIMITATION (PAGE 5) IT ADDRESSES
	Extended time on assignments (say how much)	
	Reduced length with the same standard	
	Alternate response format (oral, typed, dictated)	
	Breaks built into long tasks	
	Organizational support: planner check, folder system	
	Homework limits or modified load	
	Late-work flexibility tied to the limitation	
	Other:	

PLAN

The 504 Plan

One page. Each accommodation is matched to the limitation it addresses and the adult who does it. The district’s form may add sections; this is the working content.

STUDENT

GRADE / SCHOOL YEAR

504 COORDINATOR / CASE MANAGER

PLAN DATE

REVIEW DATE

TEAM MEMBERS PRESENT

The impairment and what it limits at school (from page 5, in observable terms)

ACCOMMODATION, WRITTEN AS WHAT THE ADULT DOES	ADDRESSES WHICH LIMITATION	SETTING(S)	WHO DOES IT	START

How and when the family will hear about how it is going

Related plans (health plan, transportation, other), if any, and where they live

EXAMPLE

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Why this holds up

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What is NOT on the plan, and why

No accommodation for reading or math, because no limitation on page 5 pointed at one. No “breaks as needed”; the break is scheduled, so it is used. No diagnosis anywhere on the teacher handouts. Nothing that every student already gets.